DOCUMENT RESUME

ED 087 784 SP 007 777

AUTHOR Lindberg, Lucile; Swedlow, Rita
TITLE Developing Training Skills for Classroom Teachers Who Will be Working with Undergraduate Students.
PUB DATE Apr 74
NOTE 6p.; Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, Illinois, April 1974

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS *Cooperating Teachers; Early Childhood Education; *Supervisory Training; *Teacher Education; Teacher Supervision

ABSTRACT

The objective of the project described in this paper was to help six classroom teachers in an early childhood center develop skills and concepts needed as teacher trainers in a professional-year, modular, field-based program. Training skills were developed through participation in the preparation of modules, workshops, and analyses of video- and audio-tape recordings. Instructors working in the program reported that learning was evident in students' performance and articulation. (Authors)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

NUMBER - 11:10 DIVISION C

DEVELOPING TRAINING SKILLS FOR CLASSROOM TEACHERS WHO WILL BE WORKING WITH UNDERGRADUATE STUDENTS

ED 087784

INTRODUCTION

In recent years, much attention has been given to teachers in schools who work with students. In 1968-69, Westfield New Jersey public schools in conjunction with the Tri-University Project in Elementary Education at New York University developed a pilot program sponsored by the United States Office of Education, United States Department of Health Education and Welfare.[1] This program was partially based on the theoretical assumption that the supervising teacher is the "key" person in supervision in the field and is therefore in the most logical position to provide continuous, specific and individualized help to students. It was also assumed that the teacher can acquire skill and understanding in supervision and assume major responsibility for such. It was believed that in decentralizing responsibility for supervisors of student teachers not only would college personnel be used more efficiently but it would make possible opportunities for in-service growth and increased professionalization for the supervising teacher and more relevant supervision for the students as well.

In Indiana State University, a program was developed to strengthen the supervisory capabilities of classroom teachers through a formal program of skill training and by giving the teachers greater responsibility for supervision.[2] It was felt that because of their direct relationship with student teachers, the cooperating teachers had a very

---

[1] Jay A. Monson and Aldon M. Bebb, "New Roles for the Supervisor of Student Teachers," Volume 28, Number 1, Educational Technology, (11/70), pp. 44-46.

[2] Stanley S. Shimer, "Integrated Professional Year Program," Volume 44, Contemporary Education, Terre Haute, Indiana: Indiana State U., (5/73), p. 216.

SP 007 777

important and influential role in the training of teachers. Therefore, they designed a program to increase the competency of the cooperating teachers in supervision.

In this program, the cooperating teachers were helped to develop skills in evaluating teaching behavior of the associate teachers, diagnosing strengths and weaknesses through the use of such techniques as interaction analysis, analysis of levels of questioning. In addition, the program was designed to help teachers demonstrate an open and accepting attitude, assist in planning and in the implemetation of lessons. This kind of training was expected to provide teachers with expanded knowledge of current teaching strategies and content and therefore improve their own teaching.

There have been other studies related to the training of cooperating teachers as well as the two mentioned above.

STATEMENT OF THE PROBLEM

While there is a definite relationship to the studies mentioned above, this study was designed to find out whether or not it is possibile to prepare six teachers in a university early childhood laboratory school to take an active role with undergraduate students in a field centered competency based program.

METHOD AND DESIGN

When a new program was developed at the university, the Early Childhood Laboratory Center was designated as the setting in which students would work on modules especially related to the curriculum of three, four and five year old children. No additional instructional time was made available. This meant that the laboratory teachers must quickly be pressed into service in order that students could get the expected learnings.

A program of observation and participation was developed for undergraduate students from the College using the classrooms as laboratories. Analysis and evaluation of these activities was accomplished through seminars and tutorials which were conducted by the laboratory teachers. (See Appendix A for the daily schedule.) The excitement of participating in the development of a new program which included extending their own roles proved to be a strong motivating force for these teachers. Their participation was included in all stages of program development.

All seminars and tutorials which the laboratory teachers conducted with the undergraduate students were audio-taped. The Director of the Center and the Supervisor of Student Teachers conducted the first session and then continued to supervise further sessions by monitoring the tapes each day. It soon became evident that the teachers were lacking knowledges and skills where were needed for their new role.

A training program was set up in order to extend the teachers' knowledge in the areas where students would be working. The components of this training program:

(1) Five sessions with university personnel.
(2) Showing of four films and discussing contents.
(3) Role playing of activities in each of the curriculum areas followed by discussion.
(4) Teachers monitor a video taped supervisory session to gain practice in identifying knowledges articulated and/or elicited by the supervisor.
(5) Recommended Readings.

All seminars and tutorials were audio-taped. At the end of the training period, tapes made before the training period were compared with the tapes made at mid-point and the tapes made following the training. It was felt that due to the shortness of the period in which the tapes were made the degree of change could be more easily seen when the first tapes and last tapes were used rather than when a random sample was used. (See Appendix B.)

A content analysis was made of knowledge articulated and/or elicited from students using as indicators the categories on the observation forms for each of the activities. All six of the teachers gave and elicited more knowledge after training than before. In analyzing the relationship between experience of each teacher and degree of change, no relationship was evident.

CONCLUSIONS

It appeared that the training program did produce the desired results. It would be worth repeating such a training program as new teachers are appointed to the Center.

It also appears that classroom teachers, while working in a regular teaching assignment can acquire knowledge necessary to help undergraduate students. It appears that this is possible with both beginning teachers and experienced teachers.

SUGGESTIONS FOR FURTHER STUDY

1. If the training program can produce positive results with six teachers, further research could be done in other circumstances with a larger population to see if similar results could be accomplished.

2. Further work should be done to help teachers with skills needed in working with undergraduate students, for example: ways of developing supportive behavior, questioning behavior and directing communications in conferences.

Submitted by:

Lucile Lindberg
Rita Swedlow
September, 1973

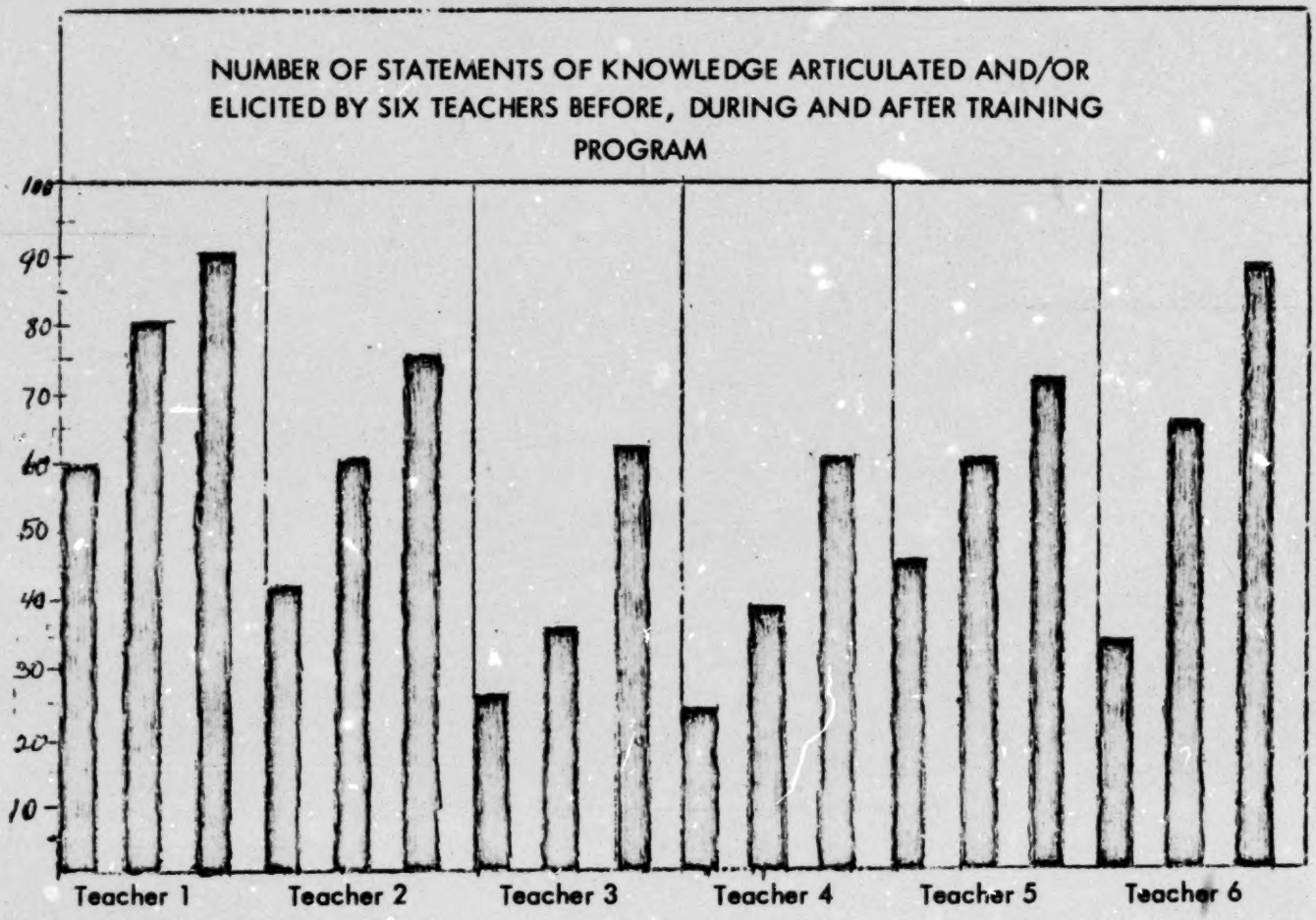
Queens College of the City University
of New York, Flushing, New York

APPENDIX A

DAILY SCHEDULE

8:30 - 9:15	SEMINAR (Total Group)
9:15 - 9:45	OBSERVATION (In Assigned Room)
9:45 - 10:15	PARTICIPATION (In Same Assigned Room)
10:15 - 11:00	TUTORIAL (With Teacher In Assigned Room)

APPENDIX B


NUMBER OF STATEMENTS OF KNOWLEDGE ARTICULATED AND/OR ELICITED BY SIX TEACHERS BEFORE, DURING AND AFTER TRAINING PROGRAM
100
90
80
70
60
50
40
30
20
10
Teacher 1
Teacher 2
Teacher 3
Teacher 4
Teacher 5
Teacher 6